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Play and Motor Development (updated)

This month we are featuring books, DVDs, and websites about play and motor development.

Play and Motor Development – Selected Journal Articles

If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: avlibrary@dshs.texas.gov.

Adult attention and interaction can increase moderate-to-vigorous physical activity in young children. Zerger HM, Normand MP, Boga V, Patel RR. *J Appl Behav Anal.* 2016;49(3):449-59.

Evidence suggests that physical inactivity is prevalent among young children. To combat this, one recommendation for caregivers is to become actively involved in their child's physical activities. The purpose of the current study was to conduct a functional analysis to identify a social consequence that would increase the moderate-to-vigorous physical activity (MVPA) exhibited by preschool-aged children, and then to compare the effects of that social consequence when it was provided contingent on MVPA and when provided independent of MVPA. The results of the functional analyses indicated that 3 of 7 children were most active when attention or interactive play was provided contingent on MVPA. Results of the intervention analysis suggested that caregivers of young children should provide attention or interactive play contingent on MVPA when those consequences are identified as reinforcers in a functional analysis.

Child care center characteristics associated with preschoolers' physical activity. Copeland KA, Khoury JC, Kalkwarf HJ. *Am J Prev Med.* 2016;50(4):470-9.

Introduction: Despite children spending long hours in child care centers, it is unknown what center characteristics are associated with children's moderate to vigorous physical activity (MVPA) at the center and over the 24-hour day. Methods: Mixed model ANOVA evaluated associations between 23 center characteristics (e.g., policies, facilities, practices, and staff training) and time in MVPA, measured with accelerometers, at the child care center and over the 24 hour day among 388 preschoolers from 30 randomly selected

child care centers in Cincinnati, Ohio. Data collection occurred from November 2009 through January 2011; data analyses occurred in 2012-2014. Results: Ninety percent of centers reported scheduling two or more outdoor sessions daily, yet only 40% of children had two or more outdoor sessions; 32% had no time outdoors. Eighty-three percent of centers reported scheduling ≥ 60 minutes outdoors; 28% of children experienced this during observation. Children spent a mean (SE) of 2.0 (0.06) minutes/hour in MVPA. Children with ≥ 60 minutes outdoor time had 0.6 minutes/hour more MVPA in child care ($p=0.001$), and 0.5 minutes/hour over the 24-hour day ($p=0.001$) than those who did not. Conclusions: Outdoor time occurred less frequently than scheduled. Children with ≥ 60 minutes of outdoor time at the center were more active than children without. Centers may increase preschoolers' PA by adhering to the scheduled ≥ 60 minutes of outdoor time daily.

Differences in theory of mind and pretend play associations in children with and without specific language impairment. Jester M, Johnson C. *Infant & Child Development*. 2016;25(1):24-42.

Children with specific language impairment (SLI) have difficulty engaging in social pretend play, which cannot be explained exclusively by their deficient language skills. Alternatively, the ability to represent mental states (Theory of Mind [ToM]) might be important in appreciating peers' perspectives during pretend play. This study investigated whether ToM was associated with pretend play abilities in children with and without SLI. Children with SLI performed significantly more poorly on ToM tasks than children with typical development; however, there were no significant group differences in children's role play abilities. Partial correlations revealed a positive and significant association between ToM and social pretend play in children with typical development but a negative and not significant association in children with SLI. These findings suggest that not all forms and aspects of pretend play require mental representation in order to understand or engage in pretend play. Further, children with SLI may differ in their mental representational abilities from children with typical development.

Early identification of motor delay: family-centred screening tool. Harris SR. *Can Fam Physician*. 2016 62(8):629-32.

Objective: To describe the Harris Infant Neuromotor Test (HINT), an infant neuromotor test using Canadian norms published in 2010 that could be used to screen for motor delay during the first year of life. Quality of evidence: Diagnosing motor delays during the first year of life is important because these often indicate more generalized developmental delays or specific disabilities, such as cerebral palsy. Parental concerns about their children's motor development are strongly predictive of subsequent diagnoses involving motor delay. Conclusion: Only through early identification of developmental motor delays, initially with screening tools such as the HINT, is it possible to provide referrals for early intervention that could benefit both the infant and the family.

Effect of occupational therapy-led playgroups in early intervention on child playfulness and caregiver responsiveness: a repeated-measures design. Fabrizi SE, Ito MA, Winston K. *Am J Occup Ther*. 2016;70(2):700220020p1-9. doi: 10.5014/ajot.2016.017012.

Objective: This study's objective was to investigate the effects of a community playgroup on the playfulness of children with special needs ages 15 mo to 3 yr and the responsiveness of their caregivers. Method: Using a pretest-posttest, repeated-measures design, we evaluated 8 child-caregiver dyads participating in an 8-wk occupational therapist-led community playgroup recruited from a purposive sample enrolled in early intervention. Results: Blinded raters assessed playfulness and responsiveness outcomes. A repeated-measures analysis of variance demonstrated that participation in the playgroup significantly increased child playfulness ($\eta^2 = .89$, $p < .01$). Analysis did not detect a change in caregiver responsiveness. Conclusion: The results of this study have implications for the use of playgroups in comprehensive occupational therapy practice in early intervention.

Feasibility and effects of short activity breaks for increasing preschool-age children's physical activity levels. Alhassan S, Nwaokemele O, Mendoza A, Shitole S, Puleo E, Pfeiffer KA, Whitt-Glover MC. *J Sch Health*. 2016;86(7):526-33.

Background: We examined the effects of short bouts of structured physical activity (SBS-PA) implemented within the classroom setting as part of designated gross-motor playtime on preschoolers physical activity (PA). Results: Regarding the 30-minute sessions, significant group main effects were observed for intervals spent at light ($p <$

0.001) and moderate-to-vigorous PA (MVPA, $p < 0.001$). Regarding the preschool-day PA, significant group by visit interaction was observed for percent time spent in total preschool-day MVPA. Percent of time spent in MVPA significantly decreased in both groups at 3 months and at 6 months. Conclusion: SBS-PA can be implemented in classroom settings; however, further research is needed to examine its impact on preschoolers PA levels.

Interventions to improve gross motor performance in children with neurodevelopmental disorders: a meta-analysis. Lucas BR, Elliott EJ, Coggan S, Pinto RZ, Jirikowic T, McCoy SW, Latimer J. *BMC Pediatr.* 2016;16(1):193.

Background: Gross motor skills are fundamental to childhood development. The effectiveness of current physical therapy options for children with mild to moderate gross motor disorders is unknown. The aim of this study was to systematically review the literature to investigate the effectiveness of conservative interventions to improve gross motor performance in children with a range of neurodevelopmental disorders. Results: Of 2513 papers, 9 met inclusion criteria including children with Developmental Coordination Disorder (DCD) or Cerebral Palsy (CP) receiving 11 different interventions. Only two of 9 trials showed an effect for treatment. Using the least conservative trial outcomes a large beneficial effect of intervention was shown with “very low quality” GRADE ratings. Using the most conservative trial outcomes there is no treatment effect with “low quality” GRADE ratings. Study limitations included the small number and poor quality of the available trials. Conclusion: Although we found that some interventions with a task-orientated framework can improve gross motor outcomes in children with DCD or CP, these findings are limited by the very low quality of the available evidence. High quality intervention trials are urgently needed.

More active pre-school children have better motor competence at school starting age: an observational cohort study. Barnett LM, Salmon J, Hesketh KD. *BMC Public Health.* 2016;16(1):1068.

Background: Almost half of young children do not achieve minimum recommendations of 60 daily minutes in physical activity. This study is one of very few longitudinal studies in this area and the first to investigate early childhood physical activity as a predictor of subsequent motor skill competence. Methods: Children were assessed as part of the Melbourne InFANT Program longitudinal cohort study at 19 months, 3.5 years and 5 years. Moderate-to-vigorous physical activity (MVPA) was assessed at each time point. At age 5, children were also assessed in actual (Test of Gross Motor Development-2) and perceived motor competence (Pictorial Scale of Perceived Movement Skill Competence). General linear models were performed with all 12 skills (six object control and six locomotor skills), both actual and perceived, at age 5 as the respective outcome variables. Predictor variables alternated between MVPA at 19 months, 3.5 years and 5 years. Results: Based on standardized TGMD-2 scores most children were average or below in their skill level at age 5. MVPA at 19 months was not a predictor of actual or perceived skill at age 5. MVPA at 3.5 years was associated with actual locomotor skill and perceived total skill at 5 years of age. MVPA was not a predictor of actual or perceived object control skill at any age. Conclusion: Parents and preschool staff should be informed that more time in MVPA as a preschool child contributes to locomotor skill and to perceptions of skill ability in a child of school starting age. Understanding this relationship will assist in intervention development.

Motor development interventions for preterm infants: a systematic review and meta-analysis. Hughes AJ, Redsell SA, Glazebrook C. *Pediatrics.* 2016;138(4). pii: e20160147.

Contexts: Preterm infants are at an increased risk of neurodevelopmental delay. Some studies report positive intervention effects on motor outcomes, but it is currently unclear which motor activities are most effective in the short and longer term. Objective: The aim of the study was to identify interventions that improve the motor development of preterm infants. Results: Forty-two publications, which reported results from 36 with a total of 3484 infants, met the inclusion criteria. A meta-analysis was conducted by using standardized mean differences on 21 studies, with positive effects found at 3 months, 6 months, 12 months, and 24 months. At 3 months, there was a large and significant effect size for motor-specific interventions but not generic interventions. Limitations: Incomplete or inconsistent reporting of outcome measures limited the data available for meta-analysis beyond 24 months. Conclusions: A positive intervention effect on motor skills appears to be present up to 24 months’ corrected age. There is some evidence at 3 months that interventions with specific motor components are most effective.

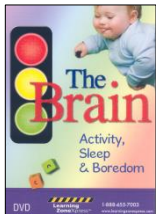
Play interventions to reduce anxiety and negative emotions in hospitalized children. Li WH, Chung JO, Ho KY, Kwok BM. *BMC Pediatr.* 2016;16:36. doi: 10.1186/s12887-016-0570-5.

Background: Hospitalization is a stressful and threatening experience, which can be emotionally devastating to children. This study tested the effectiveness of play interventions to reduce anxiety and negative emotions in hospitalized children. Results: Children who received the hospital play interventions exhibited fewer negative emotions and experienced lower levels of anxiety than those children who received usual care. Conclusion: This study addressed a gap in the literature by providing empirical evidence to support the effectiveness of play interventions in reducing anxiety and negative emotions in hospitalized children. Findings from this study emphasize the significance of incorporating hospital play interventions to provide holistic and quality care to ease the psychological burden of hospitalized children.

Play and Motor Development – DVDs

NEW! Baby instructions. 66-67 min. 2010. (DD0732-DD0733).

Presented by an occupational therapist who has worked in the pediatrics field for over 16 years, this DVD series shows parents how to stimulate the growth of cognitive skills, play and motor skills, and communication abilities in infants and toddlers. These titles are also available as streaming videos. Contact the library at (512) 776-7260 for more information.



The brain: activity, sleep, and boredom. 20 min. 2011. (DD0471).

This program explains why physical activity is important for the development of children's brains. It lists the stages of play and their meaning. Parents are urged to foster constructive boredom such as naps, quiet time, and free play.

Child's play: how having fun turns kids into adults. 23 min. 2003. (DD0105).

Play is how children try out roles and test limits, how they develop basic physical and mental skills. Play is fun and free, yet also a dress rehearsal for adulthood. Play is the engine that drives child development.

Comparison of normal and atypical development. 48 min. 2009. (DD0628).

Physical therapist Maria Huben contrasts typical and atypical sensorimotor development in children. Children are shown in a supine position, prone position, sitting, and standing. Huben demonstrates developmental movement and postural components that impair the establishment of skill in children with neuromotor disorders.

Developmentally appropriate practice: a focus on intentionality and on play video program. 177 min. 2009. (DD0469).

This DVD focuses on the characteristics and types of play and the teacher's role in supporting high-level play.

NEW! Development in practice: activities for babies with Down syndrome. 77 min. 2007. (DD0716).

This DVD focuses on practical activities to promote development that can be woven into everyday family routines and activities. Section one describes the important elements of development and demonstrates significant behaviors and activities for very young babies. It discusses the principles that can be applied to different areas of development. Section two gives practical advice and activities for supporting the development of motor skills that may be more difficult for babies with Down syndrome to develop independently. Activities are clearly illustrated by parents and therapists working with young babies with Down syndrome.

Early intervention in action: working across disciplines to support infants with multiple disabilities and their families. 2009. (CR0044).

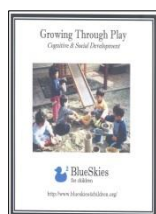
This interactive textbook with video clips covers a variety of subjects of interest to early intervention specialists including motor development and physical disabilities.

First adventures. 45 min. 2004. (DD0582).

Instructors from the Western Pennsylvania School for Blind Children enhance their young students' language, concept development, visual reach, motor movement, and use of a long cane by teaching these skills in an outdoor garden designed for children who are blind.

Getting kids in sync. 26 min. 2010. (DD0661).

Carol Kranowitz, demonstrates SAFE: Sensory-Motor, Appropriate, Fun, and Easy activities with the help of the St. Columba's Nursery School in Washington D.C. Kranowitz shows how to use these purposeful activities to help children develop their sensory-motor skills while improving learning and behavior.



Growing through play. 26 min. 2004. (DD0629).

This DVD demonstrates how children learn important cognitive and social skills through their play, from pre-literacy skills to social interaction. Containing authentic footage of children in a diverse classroom setting, this instructional DVD shows each of Mildred Parten's stages of play in action and makes the connection between each stage of play and how it relates to the learning styles of children of different ages. It also demonstrates the role well planned environments play in a child's successful progression throughout the different stages of play.

I want all the turns: supporting children in resolving problems and conflicts/quiero todo los turnos. 90 min. 2013. (DD0655).

This program describes how early childhood teachers can support the development of children's problem-solving abilities during play.

NEW! Infant milestones. 30 min. 2012. (DD0726).

Follow an infant's rapid physical development in the first year of life. See how a baby's brain develops and how infants fit into the sensorimotor stage of development. This program provides tips to parents and caregivers for ways to foster the growth and development of young children. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Infants: physical development. 30 min. 2010. (DD0428).

Viewers will witness the development of reflexes and gross and fine motor skills in typically developing children as well as those with challenging conditions. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.



Learning happens. 29 min. 2010. (DD0411-DD0412).

These DVDs feature short video clips that show parents and children, aged birth to 3 years, interacting during playtime and everyday routines.

NEW! Letting your child's wild side out. 30 min. 2008 (DD0720).

This program shows how the family of a little girl who is blind embraced early intervention services and applied what they had learned from ECI. Five year-old Milagro is shown having fun while skiing, participating in gymnastics, rock climbing, and exploring music. Early intervention specialists can use this program to suggest recreational activities to families with young children who are visually-impaired.

NEW! /Magic of everyday moments series. 18-23 min. 2014. (DD0685; DD0742-DD0743).

Chapters in this DVD series explore the importance of play to emotional and motor development and the progression of motor development in the first three years.

Music and movement in early learning. 25 min. 2007. (DD0532).

When young children hear music, their natural inclination is to move their bodies in response to it. This DVD explains what research has shown us about the importance of combining movement with music in early learning environments and shows experienced teachers using movement to music effectively.

Observing Kassandra. 2010. (KT0079).

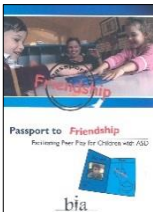
This kit is a new edition of the Transdisciplinary Play-Based Assessment (TPBA2). It contains a 50-minute DVD of an actual play session to help early childhood professionals practice their observational and note-taking skills, a tablet of blank TPBA2 forms and a CD-ROM with sample completed TPBA2 and TPBI2 forms to use as models for assessment and intervention. A workbook with guidance for professional development is also included. It is intended for use for children from birth to age 6.

NEW! Oh, those little ones! 42 min. 2012. (DD0774).

Lisa Murphy, early childhood specialist, demonstrates a hands-on exploration of many play activities that are appropriate for infants.

NEW! Parenting: play and milestones. 10-11 min. 2016. (DD0740-DD0741).

Newborn babies and infants up to a year old are shown reaching milestones in motor skills. Parents receive advice on how to nurture these milestones through play.



Passport to friendship. 37 min. 2006. (DD0082).

This program presents a step-by-step approach to helping young children with autism spectrum disorder learn to play with other kids. This program demonstrates how to build structure and predictability into peer play to help children with autism spectrum disorder improve their interaction skills.

Play, learning, and development: learning outdoors. 53-63 min. 2009-2010.

These DVDs (DD0631 babies, DD0632 toddlers, and DD0633 two year olds) explain how the outdoors stimulates learning and the emotional, physical, and cognitive development of young children.

Preschooler observation: physical and motor development. 21 min. 2012. (DD0495).

This detailed observation of preschoolers shows them engaged in activities that exemplify the extraordinary physical advancements that children make at this age. Viewers also see the natural activities children are drawn to which help their physical development and strategies to encourage these activities. This program includes 16 live-action clips. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Preschoolers: physical development. 21 min. 2008. (DD0431).

Viewers will learn how gross and fine motor skills are developed in children between the ages of two and five. They will also see the physical milestones that most children reach during this stage. Children are shown participating in activities that foster their physical development. Teachers are provided with strategies to encourage these activities. This DVD examines the importance of good nutrition and proper amount of sleep to physical development. It also shows activity modifications to help children with physical challenges.

Promoting children's social competence: a guide to family child care providers. 23 min. 2007. (DD0119).

This DVD contains three sections: setting up the environment to support social development; guiding children's behavior; and understanding and dealing with challenging behavior. This program gives child care providers tips on how to teach children to cooperate, play positively, share, and take turns.



See how they play. 36 min. 2013. (DD0626).

This film explores Magda Gerber's RIE educaring approach to play for infants and toddlers. As they construct their knowledge about the world, even very young babies need time to play and explore autonomously. Viewers see how the principles of educaring facilitate the authentic self-initiated learning of babies. During play and exploration, infants and toddlers organize and integrate their own physical, cognitive, and emotional development in ways that are uniquely meaningful to each child.

Toddlers: physical development. 29 min. 2009. (DD0262).

Viewers will learn about the physical characteristics of toddlers and how gross and fine motor skills are developed. They will see the milestones children achieve at this age by observing toddlers at learning centers and at home.

Your preschooler: a parent's guide. 21 min. 1996. (DD0530).

This program chronicles the physical, social, and cognitive development of preschoolers. Viewers learn why play in its many forms is critical to development. They see how fine and large motor skills develop, and see the emergence of literacy and problem-solving skills.

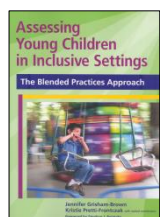
Play and Motor Development – Selected Books

Achieving learning goals through play: teaching young children with special needs. Anne H. Widerstrom, 2005. (655 W639 2005 ECI).

This book describes how to use naturalistic play activities to address children's learning goals. This book is intended for teachers, therapists, and daycare providers. It shows that play is a valuable medium for learning.

Active start: a statement of physical activity guidelines for children from birth to age 5. 2009. (545 N277a 2009).

The position statement and guidelines found in this document reflect the consensus of specialists in motor development, movement, and exercise physiology regarding young children's physical activity needs during their first years of life.

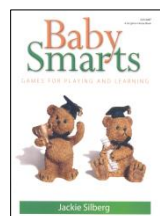


Assessing young children in inclusive settings: the blended practices approach. Jennifer Grisham Brown and Kristie Pretti-Frontczak, 2011. (LB 3051 A846 2011 ECI).

This book explains how to conduct an authentic assessment during children's natural routines and play activities. It teaches how to use assessment to inform effective program planning and ensure that practices are aligned with DEC and NAEYC recommendations.

Assistive technology for young children: creating inclusive learning environments. Kathleen C. Sadao, 2010. (LC 4019.3 S124a 2010 ECI).

This book contains a chapter on how assistive technology can be used to enhance play for children with disabilities. It reviews the stages of play and provides advice on how to increase early childhood play opportunities.



Baby smarts: games for playing and learning. Jackie Silberg, 2009. (WS 105.5 P5 S582b 2009 ECI).

This book describes games to play with infants at various stages in their development. The games will help develop physical skills, social-emotional skills, or intellectual and thinking skills.

Beautiful beginnings: a developmental curriculum for infants and toddlers. Helen H. Raikes, 2006. (525 R151b 2006 ECI).

Developed by two research consultants for Early Head Start, this extensive curriculum takes a joyful activity-based approach to enhancing the development of infants and toddlers. This research-supported curriculum helps children progress in eight key areas including gross motor and fine motor skills.

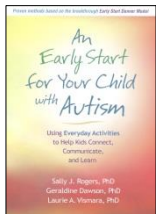
The common sense guide to your child's special needs: when to worry, when to wait, what to do. Louis Pellegrino, 2012. (LC 3969 P45 2012 ECI).

This book contains chapters that help parents understand problems children may have with motor skill development.

Early intervention every day!: embedding activities in daily routines for young children and their families.

Merle J. Crawford and Barbara Weber, 2014. (556 C73 2013 ECI).

Effective early intervention doesn't stop when the provider leaves the family's home. That's why every interventionist needs this practical sourcebook, packed with research-based strategies for helping parents and caregivers take a consistent, active role in supporting young children's development. Strategies target key areas of skill development including gross and fine motor skill development.

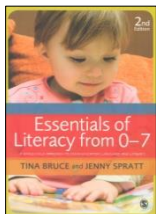


An early start for your child with autism: using everyday activities to help kids connect, communicate, and learn. Sally J. Rogers, 2012. (WM 203.5 R729 2012).

Parents can play a huge role in helping toddlers and preschoolers with autism spectrum disorders (ASD) connect with others and live up to their potential. This guide provides doable, practical strategies parents can use every day. The authors turn daily routines like breakfast or bath time into fun and rewarding learning experiences that target crucial developmental skills. Examples illustrate techniques for promoting play, language, and engagement.

NEW! Encouraging physical activity in infants. Steve Sanders, 2015. (WS 105.5 P5 S215 2015 ECI).

Babies are naturally active and their movements help them explore their environment. They first move involuntarily and then learn to move more independently as their bodies grow stronger. Caregivers can encourage a baby's muscle development, strength and balance with simple activities done with infants as young as six weeks old.



Essentials of literacy from 0-7: a whole-child approach to communication, language, and literacy. Tina Bruce, 2011. (535 B887 2011 ECI).

This book explains factors involved in the development of communication, language, and literacy among young children zero to 7. The authors focus on play in the form of nursery rhymes, finger rhymes, action songs, and games to encourage the development of literacy.

NEW! Fine motor skills in children with Down syndrome: a guide for parents and professionals, 3rd ed. Maryanne Bruni, 2015. (WS 107 B896f 2015 ECI).

This book explains the best practices and procedures for helping children master the finger and hand skills needed for home and school activities. It is written by an occupational therapist who has worked extensively with children with Down syndrome.

Frames of reference for pediatric occupational therapy. Paula Kramer and Jim Hinojosa, 2010. (258 F813 2010 ECI).

This textbook focuses on frames of reference, turning theoretical principles of pediatric occupational therapy into practice. It contains a chapter about motor skill acquisition.

Gross motor skills for children with Down syndrome: a guide for parents and professionals, 2nd ed.

Patricia C. Winders, 2014. (WS 107 W763 2014 ECI).

In this book the author explains the many physiological reasons that children with Down syndrome experience delays in their gross motor development and presents a physical therapy treatment plan from birth to age 6.

Inside HELP: administration and reference manual for using the Hawaii early learning profile as a birth to three, curriculum-based assessment. Stephanie Parks, 2006. (LC 4019.3 P252i 2006 ECI).

This in-depth, curriculum-based assessment guide helps users meet IDEA Part C regulations for evaluation and assessment. It includes sections on gross motor and fine motor development.



Integrated play-based curriculum for young children. Olivia N. Saracho, 2012. (655.2 S243 2012 ECI).

Young children become active learners through play. This book explores how play fits into various curriculum areas and helps teachers create an early childhood curriculum that is both developmentally and culturally appropriate for all children.

Investigating play in the 21st century. 2007. (655.2 I62 2007 ECI).

This volume presents theoretical and empirical research on play and culture from a variety of disciplines. It begins with an overview of the 20th century and moves from conceptualizing play to other topics such as the relationship between play and literacy; play and science; and play across space and time.

Motor development and movement activities for preschoolers and infants with delays: a multisensory approach for professionals and families. Jo E. Cowden, 2007. (545 C874m 2007 ECI).

This book presents both a theoretical and practical approach to motor development and adapted physical activity programs. Topics include motor development, organization of the nervous system, muscle tone, medical and biological considerations, assessment, principles of intervention, and multisensory activities. The effects of autism are also discussed and activity interventions are presented.

Pathways to competence, 2nd ed. Sarah Landy, 2009. (WS 105.5 E5 L264p 2009 ECI).

This book covers nine critical aspects of social and emotional development in children from birth to six years of age including the importance of play and imagination.

Perspectives on play: learning for life. Avril Brock, Sylvia Dodds, and Pam Jarvis, 2008. (WS 105.5 P5 P467 2008 ECI).

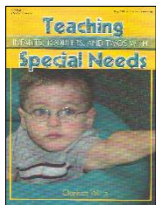
This book explores, debates, and develops the theory of play, relating theory to examples of practice. The first section discusses the value of play: psychological, educational, and playwork perspectives. The second reviews play through the years from 0 to 11. The third section is on supporting children's play, and the final section covers concluding perspectives.

Play: how it shapes the brain, opens the imagination, and invigorates the soul. Stuart L. Brown, 2009. (WS 105.5 P5 B769 2009 ECI).

This book explains why play is essential to our social skills, adaptability, intelligence, creativity, ability to problem solve, and more.

Supporting development in internationally adopted children. Deborah A. Hwa-Froelich, 2012. (WS 103 H991s 2012 ECI).

This evidence-based resource helps professionals to fully understand the development of children adopted from abroad, make appropriate recommendations and referrals, and choose interventions that ensure the best outcomes. The book provides research-based chapters on key aspects of development for children adopted from abroad including motor development.

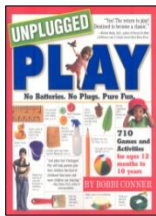


Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI).

This book covers the whole development of infants, toddlers, and twos and especially how to care for children with special needs. It covers teaching life skills, eating and feeding, communication, cognitive development and play, social competence, motor development, and gives tips for family involvement.

Teaching motor skills to children with cerebral palsy and similar movement disorders: a guide for parents and professionals. Sieglinde Martin, 2006. (203.21 M383t 2006 ECI).

This book is a resource that parents, therapists, and other caregivers can consult to help young children with gross motor delays learn and practice motor skills. The book offers dozens of easy-to-follow exercises with photos to assist with head control, protective reactions, proper positioning, independent sitting, transitional movements, stretching, muscle strength, balance training, and gait training.



Unplugged play: no batteries, no plugs, pure fun. Bobbi Conner, 2007. (655 C752u 2007 ECI).

This book provides hundreds of battery-free, screen-free games and fun variations that stretch the imagination, spark creativity, build strong bodies, and forge friendships. Games are included for playing solo and playing with others, parent and child games, and birthday party games.

The young child: development from prebirth through age eight. Margaret B. Puckett, 2009. (525 Y69 2009 ECI).

The author examines the physical, motor, social, and emotional development of the child as he or she grows.

Your child's motor development story: understanding and enhancing development from birth to their first sport. Jill Howlett Mays, 2011. (WE 103 M466 2011 ECI).

This book is written by an occupational therapist who describes for the everyday parent how to help their kids develop. She takes them from birth to crawling, all the way to their first sports. Problems like slouching are tackled along with more pervasive coordination difficulties that many children face.

Play and Motor Development – Selected E-Books

The following books and many more titles are available electronically to ECI state and program staff. You may access them on a computer or mobile device.

To access, please contact the library at library@dshtexas.gov or call (512) 776-7559 or toll-free 1-888-963-7111 x7559.

- **Building brains: 600 activity ideas for young children.** Suzanne Gellens (2013).
- **Developmentally appropriate play: guiding young children to a higher level.** Gaye Gronlund (2011).
- **Enhancing learning through play: a developmental perspective for early years settings.** Christine Macintyre (2012).
- **Learning through play: for babies, toddlers, and young children**, 2nd ed. Tina Bruce (2011).
- **Let them play: an early learning (un)curriculum.** Denita Dinger and Jeff A. Johnson (2012).
- **Play from birth to twelve: contexts, perspectives, and meanings.** Doris Pronin Fromberg and Doris Bergen (2006).
- **Play: the pathway from theory to practice.** Sandra Heidemann and Deborah Hewitt (2009).
- **Play therapy for very young children.** Charles E. Schaefer (2008).
- **Play therapy: the art of the relationship**, 3rd ed. Gary Landreth (2012).
- **Play therapy with families: a collaborative approach to healing.** Nancy Riedel Bowers (2014).
- **Play therapy with traumatized children: a prescriptive approach.** Paris Goodyear-Brown (2011).

- **Retro baby: cut back on all the gear and boost your baby's development with more than 100 time-tested activities.** Anne H. Zachary (2014).
- **A sourcebook for sensorimotor learning: simple low-cost games and activities for young children including those with autism (ADHD, Sensory Processing Disorder, and other learning differences).** Lisa Kurtz (2014).
- **Teach me with pictures: 40 fun picture scripts to develop play and communication skills in children on the autism spectrum.** Ruth Harris (2013).
- **Typical and atypical motor development.** David Sugden (2013).
- **Young children's play and environmental education in early childhood education.** Amy Cutter-Mackenzie (2014).

Play and Motor Development – Websites

The [American Journal of Play](http://www.journalofplay.org/) is a free, online journal that offers research and resources related to play. See <http://www.journalofplay.org/>

The [Boston Children's Museum](http://www.bostonchildrensmuseum.org/power-of-play) has created a website to promote play as a vital activity that children use to learn about and interact with their world. See <http://www.bostonchildrensmuseum.org/power-of-play>

[Building Play Skills for Healthy Children and Families](http://www.aota.org/~media/Corporate/Files/AboutOT/consumers/Youth/Play/Building%20Play%20Skills%20Tip%20Sheet%20Final.ashx) is an article by the American Occupational Therapy Association that emphasizes the importance of play for various age groups, starting with early childhood. Read it at <http://www.aota.org/~media/Corporate/Files/AboutOT/consumers/Youth/Play/Building%20Play%20Skills%20Tip%20Sheet%20Final.ashx>.

The Center for Early Literacy Learning (CELL) has resources for early childhood intervention practitioners, parents, and other caregivers of children with identified disabilities, developmental delays, and those at-risk for poor outcomes. The [Practice Guides](http://www.earlyliteracylearning.org/index.php) (found under the Products tab) help caregivers make early learning fun. Some portions of the Guides are available in Spanish. See <http://www.earlyliteracylearning.org/index.php>.

[Family TLC](http://www.familytlc.net/index.html): tools to enhance the parent/child relationship. This website offers ideas for games, sports, crafts, music, cooking, nature and more for parents to do with their children. The ideas are based on the child's age. See <http://www.familytlc.net/index.html>.

[Shane's Inspiration](http://shanesinspiration.org/the-need-for-play/), the website for a universally accessible playground with the same name, provides information on the need for play for children of all abilities. See <http://shanesinspiration.org/the-need-for-play/>

Toys: Here are several websites that review or sell toys for children with special needs:

- [AblePlay](http://www.ableplay.org/): Play Products for Children with Special Needs is a comprehensive website whose mission is to provide research and access to the best toys for children with special needs. Staff evaluate the toys and their appropriateness within four disability categories -- physical, communicative, sensory and cognitive. See <http://www.ableplay.org/>.
- [Easy Toy and Game Adaptations](http://www.answers4families.org/family/special-needs/assistive-technology/easy-toy-and-game-adaptations) by Diana Mines Nielander, National Lekotek Center. By implementing a few simple adaptations to their child's playthings, parents can boost their child's self-confidence. See <http://www.answers4families.org/family/special-needs/assistive-technology/easy-toy-and-game-adaptations>.
- Find [toys to buy for children with special needs](http://www.lekotek.org) and information about the importance of play at <http://www.lekotek.org>.
- This website lists [companies that sell toys for children with special needs](http://www.answers4families.org/professional/services-coordinators/resources/toys-special-needs-children): <http://www.answers4families.org/professional/services-coordinators/resources/toys-special-needs-children>.
- This website answers the question, "[What toys & materials are best suited to helping people with different abilities experience pleasure, mental stimulation and developmental growth?](http://www.fatbraintoys.com/special_needs/index.cfm)" See http://www.fatbraintoys.com/special_needs/index.cfm.

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If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: avlibrary@dshs.texas.gov.

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Washington Watch

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Help children learn about snow

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Stuff and new stuff: Physical play and a timely revision

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The Intersection of Infant Mental Health and Reproductive Health and Justice: The Pioneering Voice of Irving Harris

Endorsement: A National Tool for Workforce Development in Infant Mental Health

Jargon Buster: A Glossary of Selected Terms